

Reviewed: November 2023 by the SENCo, Head of schools and full Governing Body.  
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## Policy for Special Educational Needs and Disabilities

### **Section 1: Introduction**

All children are entitled to have access to a broad, balanced and relevant curriculum. At the Federation of Fryern Infant and Junior School, we aim to provide a quality education for all, which recognises the personal strengths and needs of all its pupils.

### **Principles**

- All children are valued equally, irrespective of their abilities, aptitudes, interests and behaviours.
- All children have the right to learn in a style that addresses their needs, to participate fully in their education and achieve their true potential.
- All children are included in decisions made about them and their learning; their voice is important and relevant and is given appropriate status.
- Every parent and carer is recognised as a partner in the educational development process.
- All teachers are teachers of special educational needs, whether children are at the lower or upper end of the spectrum of learning ability.

### **Aims**

We aim to:

- Provide an inclusive learning environment which accepts and nurtures the individual child, irrespective of the nature of their special educational needs, by focusing on aspirational outcomes;
- Identify additional needs at the earliest opportunity;
- Remove barriers to learning and raise expectations and achievement of pupils with SEND;
- Involve parents and carers in consultation with teaching staff, in order to make decisions about the child's learning needs;
- Make the necessary adjustments to the curriculum in consultation with outside agencies promptly and where appropriate;
- Provide individual programmes of work for identified children, including accessing intervention programmes where needed;
- Monitor individuals to ensure that they receive provision that is appropriate to their needs;
- Build confidence in all pupils with SEND by making the curriculum enjoyable and building on their strengths;
- Support teaching staff in the implementation of such programmes;
- Maintain an open dialogue with parents, carers and children throughout the process.

### **Objectives**

1. To identify and provide for pupils who have special educational needs and/or disabilities.
2. To work within the guidance provided in the SEND Code of Practice, 2015.

3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.
4. To employ a Special Educational Needs Coordinator (SENCo) who will coordinate the SEND Policy.
5. To provide support and advice for all staff working with pupils with SEND.

The development and monitoring of the school's work on inclusion is undertaken by the head of schools, Special Educational Needs Coordinator (SENCo) and SEND Governor. Our Head of schools - Miss Louise Piggin and Miss Sarah Roberts - provide leadership on inclusion and high achievement for all. Our SENCo - Mrs Emily Ford - leads on the day to day operation of our SEND procedures, following guidance in the SEN Code of Practice. The SEND Governor -Debbie Silvester- has responsibility for monitoring and supporting the school on SEND matters on our governing body.

## **Section 2: Identifying Special Educational Needs and Disabilities**

The SEND Code of Practice 2015 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take not to purely 'fit' a pupil into a certain category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2015: -

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The school also recognises that pupils may have needs which impact on progress and attainment that are not SEN. These include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not an area of SEND. A pupil's behaviour is seen as a response to underlying needs, which will be considered and identified.

### **Section 3: A Graduated Response to SEND Support**

At Fryern, high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEND. All teachers are responsible and accountable for the progress and development of all pupils.

The quality of teaching for all pupils is regularly monitored by the Senior Leadership Team. This includes reviewing and improving, where necessary, teachers' understanding of strategies used to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

The school undertakes an Assess - Plan - Do - Review cycle when deciding whether to place and keep children on the SEND register. The teacher and SENCo consider the school's formative assessments, alongside national data and expectations of progress. Parents and children are involved at every stage. For higher levels of need we draw on more specialised assessments from external agencies and professionals.

More information about this can be found on Fryern's Information Report page on the website.

#### **Section 4: Managing Pupils' Needs on the SEND Register**

There is an overarching provision register, which details all children who are receiving SEND support. This details each child's needs. It is updated continually by the SENCo and the whole document is shared with the Head teacher. The teacher, LSA, SENCo and Head of School meet to review and plan their SEN progress summary. This identifies particular areas of need where they require 'additional to or different from' support. Those may include: -

1. Learning support assistant (LSA) support
2. Differentiated work, modified timetable and environment
3. A specific intervention program
4. Ideas for home support activities

These will be shared with parents.

More information about SEN support in Hampshire schools can be found on:

<https://documents.hants.gov.uk/childrens-services/sen-support.pdf>

**There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.**

The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> and in our own SEN Information Report, available on our website.

The SENCo may decide that additional support from outside agencies is necessary. Agencies which currently support children include:

- Speech and Language Therapist
- Educational Psychologist
- Occupational Therapist
- School Nurse
- Physiotherapist

- Physical Disabilities Adviser
- Visual Impairment Adviser
- Hearing Impairment Adviser
- Primary Behaviour Service
- Communication and Language Team

Parents, teachers, LSAs, children and the SENCo attend meetings with outside agencies as appropriate. Reports are distributed to all adults who support the child and targets are shared with the child.

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENCo is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENCo and Head of school, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHP).

### **Section 5: Criteria for Exiting the SEND Register**

If children achieve their targets and make good progress with their learning, they may no longer require individual, daily support that is different from and/or additional to that needed by other members of the class. These children may come off the SEND register. They will continue to receive high quality teaching that is differentiated and personalised within the classroom setting. Parents will be fully involved in this decision.

### **Section 6: Supporting Pupils and Families**

The school works in a collaborative partnership with parents, who have a critical role to play in their child's education. Teachers will discuss each SEND progress summary with parents and give them a copy. If a parent has a query about their child's progress, they should contact the class teacher via the school office.

The school's SEND Information Report can be accessed via the school website and office. Information on admissions arrangements can be obtained in the same way.

The Local Authority has a Parent Partnership Service-which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed by telephone on 0808 1645 504 or via the internet on [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)

### **Section 7: Supporting Pupils at School with Medical Conditions**

At Fryern, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and some may have an EHCP, which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2015) is followed.

The school will work closely with parents and outside agencies to support pupils with medical conditions and will ensure that staff are given appropriate training to support the pupil with their needs.

The supporting pupils with medical conditions policy can be obtained from the school office.

### **Section 8: Monitoring and Evaluation of SEND**

The school has a detailed school improvement plan, which ensures that there is a full range of monitoring activities so that each child continues to make age-appropriate progress. These include regular pupil progress meetings, book looks, lesson observations, Governor monitoring and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Head of school and SENCo report on children's progress and data to the Governing Body at the Curriculum and Standards Committee once a term. The school has regular parent consultations when the progress of each child is discussed. Pupil views and parent views are also taken into account when evaluating the provision for SEND.

The SENCo meets at least three times a year with the governors SEND strategy group. An agenda is decided upon prior to the meeting in order to ensure that key priorities are discussed. Monitoring and evaluation of the SEN action plan occur during this time as well as an opportunity to report on SEN progress and the impact of any actions discussed in the previous meeting.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

### **Section 9: Transition arrangements**

Pupils may be supported during the transition between classes, teachers or schools in a variety of ways. These may include:

- Staff discussions
- Social stories
- Photo books
- Visual timetables
- Transition visits
- Buddies
- Emotional Literacy Support Assistant (ELSA) Groups
- Therapeutic active listening skills (TALA) Groups
- Transition Partnership Agreements
- Transfer meetings



### **Section 10: Exam access arrangements**

Where additional support may be needed for tests, national guidance is consulted by teachers and the SENCo to inform decisions, which will be shared with parents.

### **Section 11: Training and Resources**

The School Improvement Plan incorporates action plans and evaluations relating to raising the achievement of pupils with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In-house SEND training and development is arranged to ensure that provision for pupils experiencing SEND is appropriately delivered.

All teachers and support staff undertake induction on taking up a post which include an explanation of the systems and structures in place around the school's SEND provision and practice. There will also be discussions around the needs of individual pupils. The SENCo regularly attends the local authority's SENCo network meetings in order to keep up to date with local and national developments in SEND.

### **Section 12: Roles and Responsibilities**

The SEND governor strategy group is responsible for meeting regularly with the SENCo to discuss the position of SEND in the school. This information is summarised in reports to the governing body.

LSAs are managed by the SENCo and deployment is based on pupils' needs across the school. The role of the LSAs is to work alongside the class teacher to support children and deliver interventions. LSAs are directed by the class teacher with whom they work. The Heads of school are responsible for safeguarding within the school.

The Designated Teacher for Looked After Children is Emily Ford.

The Admin Officer manages the school's responsibility for meeting the medical needs of pupils.

### **Section 13: Storing and Managing Information**

The school has robust systems to ensure that any information about a pupil with SEND is stored securely. Confidential information is kept in a locked cabinet. Computerised information is kept within the school network. Information is only accessible to school staff, the child's parents and agencies directly involved in the support process.

Information and records are passed on to the child's next school when the child leaves Fryern.

The School's GDPR Policy can be found on the school website or obtained via the school office.

### **Section 14: Reviewing the Policy**

The school SEND policy will be reviewed annually by the SENCo, Head of schools and full Governing Body.

## **Section 15: Accessibility**

The DDA(Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. All our Equality policies can be found on our website.

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All teachers have high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing English and numeracy skills.
- A sharp assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

Site accessibility:

- Both schools are on one level and therefore fully accessible.
- Each classroom in the Infant and Junior school has an external door, which is used as a fire exit.
- We have an accessible toilet within both schools.
- Where there are constraints, everything possible is done to remove them.
- Parents are asked to be aware of potential constraints when considering Fryern for their child.

We are always happy to meet parents. Each term there are opportunities for parents to meet with class teachers at parents' evenings. Between times, parents are welcome to contact the school office to arrange a meeting with a teacher or member of the leadership team.

The school will, when needed, deliver written information (for example information about school events) to pupils with a disability. The information presentation will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

The school Accessibility Plan can be accessed on the school website and via the school office.

## **Section 16: Dealing with Complaints**

If parents have any concerns about their child's progress or provision, they are encouraged firstly to see the class teacher. The next step would be contacting the SENCo, who would be happy to discuss any issues. If questions still remain, parents should arrange to consult with the Head of school. Finally, the governing body can be contacted.



If a parent still has concerns, they may approach outside agencies, such as SENDIASS for advice. Lastly, once other channels have been explored, they may follow the County Complaints Procedure.

Please see the school's Complaints Policy and Procedure for further information. This can be viewed on the school website or obtained via the school office.

### **Bullying**

We believe that Fryern is a caring and inclusive environment. We safeguard the needs of pupils with SEND whilst promoting their independence and building their resilience.

We regularly take part in the national Anti-Bullying Week. Special activities devised by children and adults may happen throughout the week.

Bullying at Fryern is taken very seriously and any matters are dealt with promptly by class teachers and the senior leadership team, where necessary.

The anti-bullying policy can be accessed on the school website or obtained via the school office.

### **Additional Information**

Fryern documents referred to in this policy include our:

- Accessibility Plan
- Admissions Arrangements
- Anti-bullying Policy
- Complaints Policy and Procedure
- GDPR Policy
- SEN Information Report
- Supporting Pupils with Medical Conditions Policy

These can all be found either on our school website or obtained via the school office.

Hampshire County Council's Local Offer can be accessed online at <https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>.

Hampshire's Parent Partnership Service SENDIASS can be accessed by telephone on 0808 164 5504 or via the internet on [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)